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ABSTRACT

Sample materials for evaluating programs for occupational education of the deaf are gathered here. They include specific products of the evaluation design, sample procedures and forms with which to obtain these products, and sample evaluation instrument questions. These materials center around four guidelines for evaluation of programs: (1) gather data impartially and objectively; (2) present the results of data gathering in terms of consistent patterns verified from a variety of sampling populations; (3) stress the full implications of each conclusion; and (4) treat the deaf programs as any other programs in order to insure generalizable results. (BW)

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TITLE

SAMPLE TOOLS AND CONCEPTUALIZATIONS WITH WHICH to DEVELOP AN EVALUATION DESIGN FOR VOCATIONAL OCCUPATIONAL TECHNICAL EDUCATION (V O T E) PROGRAMS FOR THE DEAF

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DATE

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INTRODUCTION

A look at the preceding page, THE TABLE OF CONTENTS, gives an overview of the materials collected in this document.

For the general reader, Sections One and Two are required reading. These two sections explain how the research design was put together and specify 12 objectives to be achieved.

In order to avoid making Sections One and Two little more than abstract theory, Sections Three through Eight have been added to provide CONCRETE EXAMPLES of the processes conceptualized in Sections One and Two.

EVALUATION OF PROGRAMS for the deaf must zero in on four GUIDELINES :

1. GATHER DATA impartially and objectively.
2. PRESENT the results of data gathering in terms of consistent patterns verified from a variety of sampling populations.
3. STRESS the fuller implications of each conclusion. Instead of stopping at the need for interpreters, go on to explicate the precise language strengths and weaknesses of the deaf student.
4. TRY to treat the deaf programs as any other programs. This will insure more generalizable results.

PREVIOUS PUBLICATIONS IN THIS SERIES (dated January 23 and February) 23 have stressed the VOCATIONAL OCCUPATIONAL TECHNICAL EDUCATION (V O T E) nature of this evaluation. The present document follows in the same line without repeating the VOTE theme. THE VOTE THEME IS STILL CENTRAL TO THIS RESEARCH.

SECTION ONE

ASSESSING DEAF PROGRAMS IN TERMS OF OCCUPATIONAL EFFECTS ON DEAF LEARNERS

Section One shows how to make the transition from desirable occupational effects to an evaluation of how well deaf students acquire these effects.

GLOSSARY ------- PROGRAM COMPONENTS refer to any cluster of activities, services, and functions that can have recognizable occupational effects on deaf students.

FOR ALL PRACTICAL PURPOSES, most program components have similar effects on all students, hearing and deaf.

OCCUPATIONAL EFFECTS refer to desirable and achievable employability competencies.

ASSESSING DEAF PROGRAMS
IN TERMS OF
OCCUPATIONAL EFFECTS ON LEARNERS

One way to evaluate a given occupational program is to identify visible occupational effects on a given population. In this evaluation, the population understudy are deaf students enrolled in area occupational centers under the aegis of special programs.

The term PROGRAM COMPONENT is used in a general sense to refer to any cluster of program activities, services, and functions that can be recognized as having visible occupational effects on deaf students.

The purpose in naming a specific cluster as a program component is to identify the source of the visible occupational effects on deaf students. In other words, if the visible occupational effects are high priority, desirable, and achievable, then it is to be assumed that implementing this program component elsewhere will achieve the same student benefits in a different setting.

From Identification to Evaluation

As far as identifying program components that have visible occupational effects on deaf students, it is sufficient to pinpoint two essential items:

1. The name of the component
2. The list of correlated occupational effects on deaf students

Once the above two items have been pinpointed, it can be assumed that the occupational effects are visible at least in the sense of being named and correlated with a program component.

However, two more criteria must be met:

1. The visible occupational effects must be DESIRABLE, that is, worthwhile and valuable in the eyes of administrators, staff, and deaf learners.
2. The visible occupational effects on deaf students must be ACHIEVABLE, that is, recognized as having been achieved by professional judgments of administrators and staff and from personal judgments of the deaf students concerned.

In other words, administrators, staff, and deaf students should be surveyed to make sure that visible occupational effects on deaf students are both desirable and achievable.

In the strict sense, achievable refers to the possibility of achieving a specific occupational effect. For the purposes of measurement, the criterion of achievability will be empirical evidence that specified occupational effects have been achieved with a sample population of deaf students in a specific setting. Once it has been empirically demonstrated that these occupational effects have been achieved, these effects will be described as "achievable."

SECTION TWO

EVALUATION DESIGN
FOR
4b DEAF PROGRAMS

Section Two specifies twelve steps necessary to the evaluation design of programs for deaf students.

This design is developed in terms of occupational effects.

GLOSSARY

EVALUATION MEASURES refer to interviews, questionnaires, observations, instruments, reports, records, and other devices used to acquire information.

FOUR SAMPLE INSTRUMENTS ARE INCLUDED
For DEAF STUDENTS (very concrete questions)
For DEAF STUDENTS (Via an interpreter)
For OCCUPATIONAL TEACHERS OF THE DEAF
For THE COORDINATOR - COUNSELOR OF THE DEAF
For STAFF AT THE SCHOOL FOR THE DEAF

DRAFT

FOR DISCUSSION ONLY

EVALUATION DESIGN
FOR
4b DEAF PROGRAMS

General Objectives

The purpose of this evaluation is to assess 4b deaf programs in terms of occupational effects on learners.

Specific Objectives

The specific objectives of this evaluation include the following:

1. Identify PROGRAM COMPONENTS that are perceived by administrators, staff, and students as having visible occupational effects on deaf students.

2. Describe at least two HIGH PRIORITY EFFECTS for each of the ten most frequently identified program components referred to above.

3. Rank the occupational effects on deaf students described above in terms of a PRIORITY RATING based upon needs of deaf students as perceived by administrators, staff, and deaf students.

4. Specify for each of the high priority effects on students at least three EVALUATION MEASURES that meet the following criteria:

   a) Directly relevant
   b) Observable
   c) Existing (or available at low cost for pretesting and posttesting)
   d) Approved by the Division of Occupational Education Supervision

5. Develop an EVALUATION INSTRUMENT based upon the preceding evaluation measures. This includes:

   a) The instrument itself
   b) Testing manual
   c) Scoring manual
   d) Guidelines for interpreting results

6. VALIDATE the draft of the evaluation instrument through expert judges provided by:

   a) The Bureau of Occupational Education Research
   b) The Division of Research
   c) The Division of Occupational Education Supervision
   d) The Division of Testing
   e) The SED Forms Committee

7. ADMINISTER the instruments to all students in 4b deaf programs at one BOCES.

8. INTERPRET the results in a progress report.

9. VALIDATE the interpretation of the results through the use of the following expert judges:

   a) The Bureau of Occupational Education Research
   b) The Division of Research
   c) The Division of Occupational Education Supervision
   d) The Division of Testing

10. ADMINISTER the revised evaluation instrument to the other five 4b deaf programs.

11. INTERPRET the results of the above five administration using the revised interpreation manual

12. DEVELOP the final report.

1a. What occupational course are you now taking?

1b. How long have you been in this course? (Since September 75, 174??)

2. What do you like about this course?

3a. What report card grade did you get on the last report card?

3b. How well did you do on the last exam?

3c. How well you do on work done in school?

3d. How well do you do on homework done away from school?

4a. How much better could you be doing in this course?

4b. What would you have to do to do better?

4c. What keeps you from doing better?

5a. What will you be doing next year? (WORK? COLLEGE? BOCES? SAME SCHOOL? SAME SCHOOL? SAME COURSE? ST. PAUL? ROCHESTER? etc)

5b. Why?

5c. What is your biggest obstacle to getting a job related to the occupational course you are now taking?

6a. What problems do you have most often in the occupational course classroom? (At least 2

6b. Which of these problems keep you from learning?

7a. How do you solve these problems?

7b. Who also helps you solve these problems?

8a. How well does your occupational teacher use sign language?

8b. How well does your occupational teacher use the manual alphabet?

8c. What does your occupational teacher do to help you read printed material better?

8d. How often do you get reading homework you can't read easily?

8e. What does your occupational teacher do to explain new words <u>before</u> you have to read these new words?

9a. How many days have you been absent since September 1975?

9b. What are the reasons for these absences?

10a. How well do you read the lips of hearing students?

10b. How well do hearing students use sign language?

10c. How well do hearing students use the manual alphabet?

10d. How many hearing students try to use sign language or manual alphabet?

11. What does the counselor/coordinator do most often to help you?

12a. What safety problems have you been warned about?

12b. Have you had any accidents in the occupational classes?

13a. What do you like the most about the occupational courses?

13b. What do you like the least about the occupational courses?

13c. What does the school for the deaf do to help you READ homework assignments and READ practice exams?

13d. What recommendations do you have about your occupational courses?

DRAFT

FOR DISCUSSION ONLY

DEAF STUDENTS (via an interpreter)

1. How well are you performing in the classroom at the occupational center?

2. What problems do you have most often in the classroom?

3. Which of these problems affect your progress/performance the most?

4. What would it take to help eliminate this problem? (the number one priority problem).

5a. How do you get along with fellow students?

5b. Do you have many friends?

6a. How helpful has the counselor been?

6b. How often have you seen a counselor since Christmas?

7. What do you feel stands in your way towards getting a job in your chosen career area?

8a. How effective do you feel your training is in meeting your career goal?

8b. What would make your teachers more effective in helping you? Suggestions for teacher rev.

9a. How many days have you been absent?

9b. How do you make up absences? (VIDEOTAPE??)

10. What are your occupational interests?

11. Are your occupational teachers specially trained to help deaf students?

12B What do you plan to do for a lifelong career choice?

13. What safety problems do you have?

14. What general recommendations do you have?

12A What will you do next year? Work? College? BOCES? St Paul? Rochester? NYSSD?

OCCUPATIONAL TEACHER OF THE DEAF

1. How satisfactory is your deaf student's performance?

2. How does the deaf student's performance compare with the other students?

3. What is your most serious problem in working with the deaf?

4. What would you recommend in helping to eliminate this problem?

5. What sort of special training did you have prior to receiving your deaf student(s)?

6. What sort of inservice training for working with deaf students have you had since receiving your deaf student(s)?

7. How helpful has the counselor (coordinator) been in helping to overcome the problems you have encountered with your deaf student(s)?

8a. Have your deaf students had a higher rate of absenteeism than the regular students?

8b. How do they make up work?

9. How do deaf students get along with regular students?

10. On the job, what special problems did you have to overcome regarding deaf student's safety?

11. What further changes would you recommend concerning safety hazards?

12. Which occupational areas are appropriate for deaf students?

13. Which occupational areas interest deaf students most?

14. In which areas are deaf students most capable?

15. What are your general recommendations?

DRAFT

FOR DISCUSSION ONLY

COORDINATOR - COUNSELOR

1. In what vocational-occupational training areas presently up for deaf students are deaf students succeeding?

   - in classroom?
   - in employment?

2. In which areas do deaf students show the greatest amount of interest?

3a. Are jobs available in these areas for deaf students?

3b. Is there a job developer to help employers develop these jobs?

4. What problems have you encountered in placing deaf students in jobs for which they were trained?

5. What problems regarding teachers have been brought by the deaf students?

6. How has the counselor help alleviate solve these problems?

7. What recommendations do you have which would avoid problems between teacher and deaf students in the future?

8. What instruments do you use to determine the deaf students vocational interests?

9. What instrumentd do you use to measure potential capacity for this career interest?

10. What is the liaison role between occupational center and the school for the deaf?

11. Who does the preservice and inservice training?

12. What special training qualifications does the coordinator have?

13b. Is inservice training optional or mandatory for the teacher of the deaf students?

13b. Who provides it?

14. What special training in deaf education does the coordinator have?

15. What career choices are available for deaf students that permit development of full potential?

16. What unusual safety problems have you encountered by having deaf students in the program?

17. Has absenteeism presented any special problems with deaf students?

18. Do deaf students have any special problems relating with hearing students?

19. What overall recommendations would you have for improving the occupational program for deaf students?

SCHOOL FOR THE DEAF

1. Which vocational-occupational training areas are most appropriate in terms of:

    a. student interest and capacity

    b. available technology

    c. cost-effectiveness

    d. available occupations

2. How do you determine the student's interests?

3. How do you determine the student's capacity?

4. What are some of the typical types of problems that deaf students have faced in vocational-occupational training programs?

5a. Which problems were resolved satisfactorily? and how?

5b. Which problems were not resolved satisfactorily? and why?

6a. What sort of special preservice training does the vocational-occupational training teacher get prior to working with the deaf students?

6b. What sort of inservice training does the vocational-occupational training teacher get prior to working with the deaf students?

7. How far can the handicapped go in mastering occupations?

8. What effect has the vocational-occupational training on employment?

9a. Is absenteeism a problem?

9b. How do students make up work missed when absent?

10. Do deaf students have difficulty getting along with fellow students who are not deaf?

11. Is adequate counseling available at the occupational center?

12. What safety problems do deaf students report?

13. What are your general recommendations?

SECTION THREE

A LIST OF DEAF PROGRAM COMPONENTS THAT HAVE VISIBLE OCCUPATIONAL EFFECTS ON DEAF STUDENTS

Section Three does the following :

LIST the nine program components identified through a serach of the literature

TRANSLATE and SUBDIVIDE each program component into OCCUPATIONAL EFFECTS that are discussed in terms of STUDENT COMPETENCIES

GLOSSARY

DRAFT COPIES of each student competency are provided in Section Three.

It is to be noted that later sections will revise these draft competencies into a more usable form.

These revisions take place continually and give a sense of the type of changes that can and should be done in any research project.

SOMETIMES, even the name is changed. Thus, DUAL ENROLLMENT replaces OFF-CAMPUS LOCALE in order to make the term more understandable to the average person.

A LIST OF DEAF PROGRAM COMPONENTS THAT HAVE

VISIBLE OCCUPATIONAL EFFECTS ON DEAF STUDENTS

1. Transportation
2. Off-campus locale
3. Full-time coordinator
4. Inservice training
5. Special equipment
6. Special methods
7. Supportive services
8. Selection
9. Employability services

Search of the Literature

The above program components are the result of literature searches. It is likely that consultation with specialists in education of individuals with hearing handicaps will produce other components and reclustering of the above list. These revisions will be incorporated in the official list of program components that have visible occupational effects on deaf students.

Two Different Viewpoints

Once occupational effects of programs for the hearing handicapped have been identified, it is possible to determine how desirable and achievable these effects are.

This analysis can be taken from two different viewpoints:

Viewpoint 1: Administrators and staff

Viewpoint 2: Students with hearing handicaps

Since decisions seldom exceed the accuracy of the information upon which the decisions are made, it is important that administrators and planners have accurate information.

If administrators and planners have a perception of the needs of individuals with hearing handicaps that differ from the perceptions of these individuals, the decisions are likely to be faulty.

Developing a simple instrument that can be given in parallel to administrators and staff as well as to individuals with hearing handicaps is one way to measure the similarity or difference of perception.

POSSIBLE OCCUPATIONAL EFFECTS OF TRANSPORTATION

THE STUDENT IS ABLE TO:

1. Travel back and forth to school (or to work)

   A. Independently
   B. On public transportation
   C. With available resources

2. Explain the importance of:

   A. Punctuality
   B. Regularity
   C. Planning ahead in case of unforeseen emergencies

3. Obtain accurate transportation schedule information:

   A. Through available visual sources
   B. Without the continual assistance of a translater or signer

POSSIBLE OCCUPATIONAL EFFECTS OF DUAL ENROLLMENT

(OFF-CAMPUS LOCALE)

THE STUDENT SHOULD BE ABLE TO:

1. Demonstrate the ability to avoid becoming too dependent on extraordinary support services.

2. Adapt realistically to the demands of an environment (for example, BOCES or job) that does not provide extraordinary support services.

POSSIBLE OCCUPATIONAL EFFECTS OF FULL-TIME COORDINATOR

THE STUDENT SHOULD BE ABLE TO:

1. Approach the coordinator when in need of specific services.

2. Assume gradually the responsibility of satisfying one's own needs whenever possible.

POSSIBLE OCCUPATIONAL EFFECTS OF

IN-SERVICE TRAINING

THE STUDENT SHOULD BE ABLE TO:

1. Communicate in BASIC SIGN LANGUAGE and in MANUAL ALPHABET with administrators and teachers who are beginning to acquire these two language skills.

2. Develop appropriate gestures to be used with individuals who might otherwise misinterpret one's speech.

3. Improve verbal speech habits in order to communicate more effectively with one's own voice.

POSSIBLE OCCUPATIONAL EFFECTS OF SPECIAL EQUIPMENT

THE STUDENT SHOULD BE ABLE TO:

1. Acquire proficiency in occupational education equipment not available in the school for the deaf.

2. Wean oneself from the need of auditory training equipment not usually available in the occupational center.

3. Reinforce instructors and staff who effectively use visual communication equipment such as overhead projectors, transparencies, films, filmstrips, and self-study materials.

4. Build up a repertoire of occupational instruments that can compensate for hearing loss, for example, using an oscilloscope in order to "see" the sound patterns of an automobile engine.

POSSIBLE OCCUPATIONAL EFFECTS OF

SPECIAL METHODS

THE STUDENT SHOULD BE ABLE TO:

1. Communicate effectively and quickly with individuals beginning to use basic sign language or the manual alphabet.

2. Establish easy to understand communication patterns with individuals unable to use basic sign language or the manual alphabet.

3. Break the hearing communication's barrier by effectively and quickly grasping the message from total strangers.

POSSIBLE OCCUPATIONAL EFFECTS OF

SUPPORTIVE SERVICES

THE STUDENT SHOULD BE ABLE TO:

1. Identify where to go for:

   Special classes
   Tutoring
   Interpreting
   Note taking
   Vocational counseling
   Personal-social services
   Vocational placement
   Speech hearing services
   Communication training for deaf
   Communication training for instructors
   Supervised health
   Other needed services

2. Use the coordinator for immediate one-on-one support when necessary.

3. Identify other individuals who can provide appropriate support services

POSSIBLE OCCUPATIONAL EFFECTS OF SELECTION

THE STUDENT SHOULD BE ABLE TO:

1. Consider a wide variety of career and occupational opportunities that are realistic in light of one's individual strengths and weaknesses.

2. Try out one or more possible career alternatives without wasting valuable training time.

3. Make a definitive career choice.

4. Develop competency in the career or occupational area of one's choice.

POSSIBLE OCCUPATIONAL EFFECTS OF

EMPLOYABILITY

THE STUDENT SHOULD BE ABLE TO:

1. Acquire skill using the basic ABC's of employability literacy, for example, the want ads, job applications, interviews, work samples, and personal qualifications.

2. Gain knowledge, skills, attitudes and experiences that can be helpful on the job.

3. Self-evaluate one's employability potential at periodic intervals and with objective third party criteria.

4. Take the first steps necessary to apply for and obtain employment.

5. Line up a job before graduation or within two weeks after graduation.

SECTION FOUR

SPECIFIC PRODUCTS FOR EACH STEP OF THE EVALUATION DESIGN

Section Four translates the 12 specific objectives of Section Two into a number of specific products.

The following pages do this for objectives 1 through 5. Each objective is subdivided into several products.

This facilitates both SCHEDULING and EVALUATION. Each product can have a deadline and a set of evaluation criteria.

GLOSSARY

PRODUCTS refer to visible elements of a research design. Each product can be as simple as a list on a piece of paper or a summary of much more complicated process.

Thus, when a process is desired, the product in question can be captured on paper, tape, videotape, or film. This insures administrative decisiveness in planning and implementation.

Sample products can make an abstract research design much more concrete and observable.

EVALUATION DESIGN FOR 4b PROGRAMS FOR
THE HEARING HANDICAPPED

Specific Products for Each Objective

Products for Objective 1

1-1 A list of program components that have visible occupational effects of the 4b program on deaf students (based upon review of literature).

1-2 A revised list of program components that have visible occupational effects of the 4b program on deaf students (based upon review by New York State Education Department, Bureau of the Handicapped).

1-3 An empirically revised list of program components that have visible occupational effects of the 4b program on deaf students (based upon input of administrators and staff of one BOCES conducting a 4b program).

Products for Objective 2

2-1 A list of at least two high priority effects of each of the ten most frequently identified program components having visible occupational effects on deaf students (based upon objective 1 products and further literature search).

2-2 A revised list of at least two high priority effects of each of the ten most frequently identified program components having visible occupational effects on deaf students (based upon consultation with New York State Education Department, Bureau of the Handicapped).

2-3 A further revised list of at least two high priority effects of each of the ten most frequently identified program components having visible occupational effects on deaf students (based upon consultation with Bureau of Occupational Education Research).

2-4 An empirically revised list of at least two high priority effects of each of the ten most frequently identified program components having visible occupational effects on deaf students (based upon input from administrators and staff of one BOCES conducting a 4b program).

Products for Objective 3

3-1 A priority ranking of occupational effects of deaf students (based upon the products of objective 2 in the further review of the literature).

3-2 A priority ranking of occupational effects on deaf students (based upon responses to rating instrument administered to Bureau of Handicapped staff).

3-3 A priority ranking of occupational effects on deaf students (based upon responses to rating instrument administered to Division of Occupational Education Supervision staff).

3-4 A priority ranking of occupational effects on deaf students (based upon a rating instrument administered to administrators and staff of one BOCES having a 4b deaf program).

3-5 A priority ranking of occupational effects on deaf students (based upon responses to rating instrument administered to all deaf students participating in a 4b program at one BOCES).

3-6 A composite ranking of occupational effects on deaf students (based upon products 3-1, 3-2, 3-3, 3-4, and 3-5).

Products for Objective 4

4-1 A list of at least three evaluative measures for each of the ten highest ranked occupational effects on deaf students (based upon products of objective 3 and further review of the literature).

4-2 A revision of 4-1 (based upon input of Bureau of the Handicapped).

4-3 A revision of 4-2 (based upon input of one BOCES conducting a 4b program for the deaf).

4-4 A revision of 4-3 (based upon input of Division of Occupational Education Supervision).

Products for Objective 5

5-1 The test booklests to be administered to deaf students.

5-2 Answer sheets to be filled out by deaf students.

5-3 Testing manual.

5-4 Scoring manual.

5-5 Guidelines for interpreting results (based upon products for objectives 1 - 4).

5-6 Revised guidelines for interpreting results (based upon input of Division of Occupational Education Supervision).

SECTION FIVE

SAMPLE PROCEDURES
WITH WHICH
TO OBTAIN
THE RESEARCH DESIGN
PRODUCTS

Section Five gives a general introduction to training. In the form a self-instructional summary, five GUIDELINES are traced out for TRAINING that is

SYSTEMATIC
DAILY
INCREMENTAL
SHORT-RANGED
LONG-RANGED

This training is intended to be given to research aides who will do much of the "leg-work."

GLOSSARY ------- Samples are given of INSTRUCTIONS and RESULTS for each of several training days.

INSTRUCTIONS are identified by a specific date and time of day. RESULTS are included after each instruction.

TRAINING must be

SYSTEMATIC

DAILY

INCREMENTAL

SHORT-RANGED

LONG-RANGED

1. Which is more SYSTEMATIC?

   A. Let's meet when you need help.

   B. We'll meet every day at 11 am.

2. Which is DAILY?

   A. Show me the complete final report in five weeks.

   B. Let's discuss plans every day until things get rolling by themselves.

3. Which is INCREMENTAL?

   A. Here are the tasks for Monday, Tuesday, Wednesday, Thursday, and Friday.

   B. Monday's task leads into Tuesday's task; if Monday's task is incomplete, adjustments will be made within reason for Tuesday's task.

4. Which is SHORT-RANGED?

   A. Here's what you do for tomorrow and next week.

   B. Here's what you do for tomorrow.

5. Which is LONG-RANGED?

   A. Don't worry about deadlines; just do today's task as well as you can.

   B. The absolute deadline for the final report is April 14.

ANSWER KEY 1 b; 2 b; 3 b; 4 b; 5 b.

For 11 am, March 5, 1976

DEVELOP the necessary activities to implement each of the specific objectives

EXAMPLE

Objective 1

IDENTIFY program components that are perceived by administrators, staff, and deaf students as having visible effects on deaf students

Step 1-A : INTERVIEW administrators and teachers with questions designed to elicit the identification of program components that have visible effects on deaf students

Step 1-B : SURVEY deaf students with an instrument designed to identify program components that have visible effects on deaf students

Step 1-C : LIST these program components

Step 1-D : RANK these program components through a survey of administrators, staff, and deaf students with a written ranking instrument

NOTE

Place each objective analyzed into activities and steps on a separate piece of paper

Each of the above steps represents a necessary activity to implement the above objective

FOR WEDNESDAY

March 3, 1976 -- 11 am

We switch gears to 4b DEAF ASSESSMENT

1. WRITE SAMPLE open-ended questions we can ask the BOCES in Westchester county about the effects this program has on deaf student

   THIS WILL BE BASED ON THE WESTCHESTER PROPOSAL

2. NOTE the pages numbers of pertinent evaluation ideas we can use in the Westchester evaluation by going through the book from St. Paul

   THE BOOK MUST BE RETURNED AND LEFT UNMARKED

Questions concerning program components in study of occupational training for deaf students

Program Component	Questions
Questions to ask BOCES administrators (1) general administrator (2) program administrator	1. What is meant by "deaf" student? 2. What programs are open to deaf students? 3. In which ones do they enroll? 4. What assistance has BOCES given deaf students previously? (before this program was initiated) 5. To what extent was this done? 6. What has been the record of achievement? 7. How are the pre-vocational programs at the School for the Deaf geared to the occupational training at BOCES? 8. What changes are made in BOCES administration and operation to adjust to training deaf students? 9. What are the specific problems of deaf students as compared with their peers? 10. What are the criteria for the screening process to select the children who receive the occupational training? 11. What inservice training was necessary for staff? 12. How do you assess the Westchester Center staff in both elements: instruction and guidance?

Question

13. What has been the record of staff retentions?

14. What is meant by "selected" occupational fields?

15. What is meant by "total communications"?

16. What is "capstone"?

17. What media are used for vocational training?

18. How do you measure employability?

19. To what extent have deaf students in the program been employed?

20. What supportive services have been enlisted?

For 11 am, March 4, 1976

DEVELOP three of four questions to be asked of deaf students concerning the effect of various program components on deaf students.

EXAMPLE

Program Component	Questions about "Effect on Deaf Students"
Students transported from school for the deaf to occupational center	YES NO 1. Do you like going to the occupational center? YES NO 2. Do you like the idea of going to the occupational center by bus? YES NO 3. Can you think of a better way to handle the need for transportation? 4. IF YES to the above question #3, please explain : _____ 5. How do you feel about the present transportation arrangements for betting to and from the occupational center?

NOTE -- At the present stage of development, that is, design planning, it is not necessary to have all of the questions of the same form, that is, YES/NO, fill-in, multiple choice, or open-ended.

After we finalize the questions, we will standardize the form of each question for accuracy and ease of tabulation.

Program Component			Question
Students receiving one phase of training in off-campus locale	YES	NO	1. Would you prefer to receive occupational training at the School for the Deaf?
			2. Would the teaching there have been (a) better, (b) same, or (c) not so good?
			3. How do you compare BOCES with the School for the Deaf?
			4. Do you find it an advantage or disadvantage to be trained with hearing students?
			5. Do you prefer teachers who are accustomed to deaf students or to hearing students?

Program Component	Questions
Students' thoughts on employability	1. What job do you want after graduation? 2. Would this job have been available to you without the BOCES occupational training? 3. What jobs would you have been able to get without the BOCES training? 4. What difficulties do you anticipate working for a hearing employer? 5. Have you ever visited a deaf worker employed at the same job for which you have been trained?

SECTION SIX

SAMPLE FORMS WITH WHICH TO OBTAIN PRODUCTS OF AN EVALUATION DESIGN

Section Six gives samples of Form 1 and Form 1.

In addition, sample analysis pages are given for each form.

GLOSSARY

EVALUATION MEASURES can take many forms.

The following examples are intended to provide samples of some of the many alternatives available.

PROVISION is made in the analysis pages for direct comparison of common core questions asked of different target populations.

FORM (1)

This form has been filled out by : (CHECK ONE)

___ full time coordinator for the deaf
___ occupational administrator
___ occupational staff
___ other; identify :

DIRECTIONS : Answer the following questions as briefly and clearly as possible.

WHAT ARE THE FIVE MOST IMPORTANT NEEDS OF DEAF STUDENTS IN OCCUPATIONAL EDUCATION PROGRAMS?

1. List one need on each of the following lines.
2. Circle the appropriate number in the rank column in order to identify the rank of each need identified. (For example, 1 is the most important; 5 is the least important; and so forth)

	rank
_____	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5

WHAT DOES THE LOCAL FULL TIME COORDINATOR FOR THE DEAF DO TO PROVIDE FOR THESE NEEDS?

1. List the five most time-consuming tasks performed by the full time coordinator to respond to these needs.
2. Circle the appropriate number in the rank column to identify which task requires the most time. (For example, 1 is the most time consuming task; 5 is the least time consuming task of those listed.)

	rank
_____	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5

HOW SHOULD THE PROGRAM FOR THE DEAF BE MODIFIED BASED UPON EXPERIENCE GAINED DURING THE PRESENT SCHOOL YEAR?

1. Circle YES or NO in answer to the following suggestions.
2. Add comments on the reverse side of this page when your YES or NO needs further explanation. (IDENTIFY each comment with the appropriate quesion number

YES NO 1. The program next year could get by with a part-time coordinator for the deaf.

YES NO 2. The variety of occupational options offered to deaf students should be decreased in order to get more students together in the same option or classroom.

YES NO 3. The district of residence should take more responsibility for counseling and finding employment for deaf students.

YES NO 4. The program for the deaf should continue unaltered next year

FORM (2)

This form has been filled out by : (CHECK ONE)

___ student in 1st year at occupationa center

___ student in 2nd year at occupationa center

DIRECTIONS : Answer the following questions as briefly as possible.

WHAT ARE THE FIVE MOST IMPORTANT NEEDS OF DEAF STUDENTS IN OCCUPATIONAL EDUCATION PROGRAMS?

1. Write one need on each of the following lines.
2. Circle 1 to identify the most important need; circle 5 to identify the least important need of the 5 needs you have listed.

	importance
_____	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5

WHAT DOES THE FULL TIME COORDINATOR FOR THE DEAF DO TO PROVIDE FOR THESE NEEDS?

1. List the five most important kinds of help you receive from the coordinator for the deaf.
2. Circle 1 to identify the help you get most often; circle 5 to identify the help you get least often of the five kinds of help you have listed.

	importance
_____	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5

HOW SHOULD THE PROGRAM FOR THE DEAF BE CHANGED NEXT YEAR?

1. Circle YES or NO in answer to the following questions.
2. Add comments on the reverse side of this page when your YES or NO needs more explanation. (IDENTIFY each comment with the number of the question to which it refers.)

YES NO 1. Will you need LESS HELP next year from the coordinator?

YES NO 2. Will you be able to help new deaf students next year?

YES NO 3. Should more deaf students be together in the same classes?

YES NO 4. Should more classes be open to deaf students next year?

YES NO 5. Will you need more counseling next year in order to find a good job?

YES NO 6. Did you get enough counseling at the occupational center?

YES NO 7. Can you identify things you didn't like about the program for the deaf during the present school year?

YES NO 8. Can you make suggestions for improving the program for the deaf for NEXT YEAR?

ANALYSIS OF FORMS (1) and (2) based upon ___ copies of Form (1)
___ copies of Form (2)

4b DEAF PROGRAM AT _____

QUESTION :

WHAT ARE THE FIVE MOST IMPORTANT NEEDS OF DEAF STUDENTS IN OCCUPATIONAL EDUCATION PROGRAMS?

RANKINGS GIVEN BY coordinators, administrators, staff	RANKINGS GIVEN BY deaf students
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____

ANALYSIS OF FORMS (1) and (2) based upon ___ copies of Form (1)
___ copies of Form (2)

4b DEAF PROGRAM AT _____

QUESTION :

WHAT DOES THE FULL TIME COORDINATOR FOR THE DEAF DO TO PROVIDE FOR THE NEEDS OF THE DEAF?

TIME RANKINGS GIVEN BY coordinators, administrators, staff	TIME RANKINGS GIVEN BY deaf students
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____

ANALYSIS OF FORMS (1) and (2) based upon ___ copies of Form (1)

4b DEAF PROGRAM AT _____ ___ copies of Form (2)

PERSONNEL					DEAF STUDENTS				
# YES	# NO	% YES	% NO	COMMENTS	# YES	# NO	% YES	% NO	COMMENTS
1.					1.				
					2.				
2.					3.				
					4.				
3.					5.				
					6.				
4.					7.				
					8.				

1 (1-2) --- PART TIME COORDINATOR? AGREE DISAGREE

2 (3-4) --- FEWER OPTIONS? AGREE DISAGREE

3 (5-6) --- RESPONSIBILITY FOR DISTRICT OF RESIDENCE? AGREE DISAGREE

4 (7-8) --- UNALTERED PROGRAM NEXT YEAR? AGREE DISAGREE

SECTION SEVEN

SAMPLE EVALUATION
INSTRUMENT
QUESTIONS

Section Seven provides sample questions that can be used with deaf students to provide needed program evaluation information.

GLOSSARY

PROGRAM COMPONENT refers to items identified in Section Three of this document.

OCCUPATIONAL EFFECT refers to effects identified in Section Three of this document.

RELATED QUESTIONS are rough drafts of questions that could be used with deaf students AFTER further revision and refinement to accommodate the reduced language skills of the target population.

SAMPLE EVALUATION INSTRUMENT QUESTIONS

Program Component

Transportation

Occupational Effect

The student should be able to travel back and forth to school (or to work) independently, on public transportation, and with available resources.

Related Questions

YES NO 1. Public transportation includes such things as city and suburban buses, trains, subways, and car pools.

YES NO 2. A taxi cab is one of the most expensive forms of public transportation.

YES NO 3. I know how to use inexpensive public transportation.

YES NO 4. I actually use inexpensive public transportation once a week or more.

YES NO 5. I plan to use my own car to get back and forth to work.

YES NO 6. Until I get a car, I expect to use public transportation to travel back and forth to work.

YES NO 7. I expect to have no difficulty using public transportation to get to work.

YES NO 8. Going to the occupational center has made me more independent in using public transportation.

Program Component

Transportation

Occupational Effect

The student should be able to explain the importance of punctuality, regularity, and planning ahead in case of unforeseen emergencies.

Related Questions

YES NO 1. Punctuality means getting to work on time.

YES NO 2. Employers do not want workers to be late for the job.

YES NO 3. Tardiness means being late for school, for a class, or for work.

YES NO 4. Going to the occupational center has taught me the importance of being on time.

YES NO 5. Over the last few months, I have maintained a good record of being on time for school and classes.

YES NO 6. Regularity means going to work every day even when you feel a little bit tired or bored.

YES NO 7. An absence means not going to school or the job for one day or more.

YES NO 8. Employers don't like workers to be absent unnecessarily.

YES NO 9. An excused absence is permitted when you are really sick or excused for a good reason.

YES NO 10. An unexcused absence means you are absent from school or from the job without a good reason.

YES NO 11. During the last few months, I have had no unexcused absences.

Program Component

Transportation

Occupational Effect

The student should be able to obtain accurate transportation schedule information through available visual sources and without the continual assistance of a translator or signer.

Related Questions

YES NO 1. I know how to find out where to catch the bus.

YES NO 2. I know when to catch the bus.

YES NO 3. I know what to do to get more bus information.

YES NO 4. If my car (or car pool) broke down, I would know where and when to catch the bus.

YES NO 5. If I got up late one morning, I would know where and when to catch the next bus.

Program Component

Dual enrollment (off-campus locale)

Occupational Effect

The student should be able to demonstrate progress in the ability to function independently while making appropriate use of extraordinary support services.

Related Questions

YES NO 1. Extraordinary support services refer to special help available in the occupational center that will not be available in a regular school or on the job.

YES NO 2. Most employers will not have a person specially trained in BASIC SIGN LANGUAGE or in the MANUAL ALPHABET.

YES NO 3. Most jobs will not have a special full-time person to respond to the needs of deaf workers.

YES NO 4. I use the special support services available at the area occupational center.

YES NO 5. These special support services were very helpful in the beginning of my studies at the area occupational center.

YES NO 6. At the present time, I am less dependent on these special support services.

YES NO 7. I can now do things on my own that I couldn't do at the beginning of the school year.

YES NO 8. I can now give to other deaf students some of these special support services that I needed at the beginning of the school year.

Program Component

Dual enrollment (off-campus locale)

Occupational Effect

The student should be able to adapt realistically to the demands of a normal environment, such as a school or job that doesn't provide special support services for deaf students.

Related Questions

YES NO 1. I can list at least five problems a deaf worker should expect on the job in a normal environment.

YES NO 2. I can list at least one solution for each of the above problems.

YES NO 3. I have had a chance to practice possible solutions to the above problems.

YES NO 4. I am prepared to face the problemsthat might arise on the job for a deaf worker.

YES NO 5. I have had a chance to solve some of these problems in advance.

YES NO 6. I know where to go for help to solve some of the more difficult problems.

YES NO 7. I have had a chance to meet and talk with deaf workers who have solved some of these problems.

YES NO 8. Learning about these problems beforehand has been a help to me.

Program Component

Dual Enrollment (off-campus locale)

Occupational Effect

The student should be able to function independently of special support services.

Related Questions

YES NO 1. In the school for the deaf, a large number of special support services were available.

YES NO 2. In the area occupational center, your special support services were available.

YES NO 3. This gradual change from many special support services to fewer special support services has helped me.

YES NO 4. I am more able to solve unexpected problems that arise.

YES NO 5. Going to two schools has made me more independent.

YES NO 6. The advantages of going to two schools are more important than the disadvantages.

YES NO 7. More deaf students should be exposed to the advantages of going to two schools.

YES NO 8. More deaf students should be exposed to these advantages earlier in their education.

Program Component

Full-time coordinator

Occupational Effect

The student should be able to approach the coordinator when in need of specific services.

Related Questions

YES NO 1. I know who the full-time coordinator is.

YES NO 2. I find it easy to approach the full-time coordinator when I need special help.

YES NO 3. I like the help provided by the full-time coordinator.

YES NO 4. The full-time coordinator has made my education easier.

YES NO 5. Besides the full-time coordinator, there are other people at the school who provide special help.

YES NO 6. The full-time coordinator knows both BASIC SIGN LANGUAGE and the MANUAL ALPHABET.

YES NO 7. I have met with the full-time coordinator at least once a month.

YES NO 8. The full-time coordinator is the most important part of the special program for the deaf at the occupational center.

Program Component

Full-time coordinator

Occupational Effect

The student should be able to assume gradually the responsibility of providing for one's own needs.

Related Questions

YES NO 1. It is dangerous to become overly dependent on the coordinator for everything.

YES NO 2. I am now able to do more things on my own without the full-time coordinator.

YES NO 3. It is important that I do as much for myself as I can.

YES NO 4. On the job, I will be expected to provide for my own needs.

YES NO 5. To be ready for a good job, I must start now providing for my own needs.

YES NO 6. The full-time coordinator has taught me how to start taking care of my own needs.

YES NO 7. I can now handle many things for myself that I couldn't take care of before.

YES NO 8. I feel much more confident that I now can take care of most of my needs.

SECTION EIGHT

SAMPLE PRODUCTS FOR OBJECTIVES 1 and 2

Section Eight gives sample products that could result from this evaluation design.

Each product is correlated with delegatable tasks which spell out how aides will help with the details that must be processed more or less routinely.

Each product could be accompanied with an instrument needed to seek out the required data. A sample of such an instrument is given for PRODUCT 1.

GLOSSARY

PRODUCT is defined in Section Four of this document.

DELEGATABLE TASKS are described and illustrated in Section Five of this document.

SAMPLE INSTRUMENTS are illustrated in great detail in Section Seven of this document.

L I S T :

Program components that have visible effects on students, for example:

1. Transportation
2. Off-campus locale
3. Full-time coordinator
4. In-service training
5. Special equipment
6. Special methods
7. Supportive services
8. Selection
9. Employability

PRODUCT 1 - DELEGATABLE TASKS

A. Interview over the phone:

1) Administrator

2) Staff

In order to

B. Identify additional measurable components

C. Rank the components by importance as perceived by:

1) Administrator

2) Staff

PRODUCT 1 - INSTRUMENT

Examine the following list of 9 measurable program components:

	Rank Column
1. TRANSPORTATION	_____
2. OFF-CAMPUS LOCALE	_____
3. FULL-TIME COORDINATOR	_____
4. IN-SERVICE TRAINING	_____
5. SPECIAL EQUIPMENT	_____
6. SPECIAL METHODS	_____
7. SUPPORTIVE SERVICES	_____
8. SELECTION	_____
9. EMPLOYABILITY	_____

Add any measurable components that are perceived as important to program success:

	Rank Column
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Rank each component (the original 9 and any additional components by filling in the rank column.

Identify the highest priority component with "1," the second highest priority with "2," and so on.

PRODUCT 2

S P E C I F Y :

1. Effects of TRANSPORTATION on students which include:

   A. Comfort (or annoyance)

   B. Organization (or confusion)

   C. Support (or objection and complaints)

   D. Training (get used to unexpected interruptions that parallel on-the-job working conditions) (or over-protected)

   E. Initiative (dependability, punctuality, on one's own) (or coddling)

9. Effects of EMPLOYABILITY on students which include:

   A. Definite employment goals

   B. Definite career decision

   C. Parallel between employment interest and BOCES training

   D. Progress evaluation

   E. Awareness of job market

2-8 Effects of other program components

PRODUCT 2 - DELEGATABLE TASKS

A. Interview over the phone:

1) Administrator

2) Staff

B. Survey in person or with written ranking instrument:

3) Deaf students

In order to

C. Identify additional high priority effects on students

D. Rank effects on students within each program component by importance as perceived by:

1) Administrator

2) Staff

3) Deaf students